DOCUMENT RESUME

ED 117 157 88 TM 005 011

TITLE Morse Crisis Intervention Center--Project Advance: Title III Project. Final Report.

INSTITUTION Commonwealth Learning, Inc., Alexandria, Va.; District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

SPONS AGENCY Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

PUB DATE Jun 75

NOTE 93p.; For a related document, see ED 103 732

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage

DESCRIPTORS Achievement Tests; *Adolescents; Behavioral Objectives; *Behavior Problems; Classroom Observation Techniques; *Crisis Therapy; Data Analysis; Enrichment Programs; Individualized Instruction; *Intervention; Junior High Schools; Open Education; Parent Participation; Program Effectiveness; *Program Evaluation; Self Concept Tests; Special Education; Student Attitudes; Surveys; Teacher Attitudes

IDENTIFIERS District of Columbia; Elementary Secondary Education Act Title III; ESEA Title III; *Morse Crisis Intervention Center

ABSTRACT

The Morse Crisis Intervention Center is a program of survival for the youth of the D.C. Public Schools who have been removed from the public junior high school because of disruptive behavior. The Center's on-going activities were supplemented by Project Advance in the following specific areas during the 1974-75 school year: (1) Psychotherapeutic services were provided to alleviate or minimize disturbing behavior; (2) Individualized instruction was provided the students using a modified open classroom technique; and (3) Enrichment activities were provided the students. The Project Director and staff developed 23 standards, which emphasized affective, behavioral, and educational objectives. These standards formed the basis for the program evaluation. Measures of program success included a staff survey, focusing on the attainment of the 23 standards, progress on the Wide Range Achievement Test (WRAT), data from a classroom observation checklist, project director and counselor reports, and a student survey. Observational data, a student survey, A Self-Rating Scale for Students, and an Observational Rating Scale are appended. (Author/BJG)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

ED117157

# PROJECT ADVANCE

## ESEA TITLE III EVALUATION
## FINAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

TM005 011

2

OFFICE OF PLANNING, RESEARCH, AND EVALUATION
Division of Research and Evaluation

August, 1975

Office of Planning, Research and Evaluation
Division of Research and Evaluation

Dr. James A. Johnson, Associate Superintendent
Dr. Mildred P. Cooper, Assistant Superintendent
Ms. June Bland, Assistant to the Assistant Superintendent

Mrs. Lavolia W. Vails, Coordinator of Evaluation
ESEA Title III Projects

Mrs. Elsa Miller, Chairman of Advisory Council
Mrs. Patricia Goins, Vice Chairman

Mr. Harris M. Taylor, Director of Federal Programs
Mrs. Grace Davis, Coordinator ESEA Title III

Project Director
**Mrs. Helen Holmes**

1975

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
*OFFICE OF PLANNING, RESEARCH AND EVALUATION*
DIVISION OF RESEARCH AND EVALUATION
PRESIDENTIAL BUILDING — ROOM 1013
415 — 12TH STREET, N. W.
WASHINGTON, D. C. 20004

Tel. 347-6383

Memorandum to: School Officers and
Other Interested Persons

From: Mildred P. Cooper, Assistant Superintendent
for Research and Evaluation

The Division of Research and Evaluation of the Office of Planning, Research and Evaluation is pleased to forward to you a copy(ies) of an ESEA, Title III Evaluation Final Report for the Fiscal Year 1975. The title of the report(s) is as follows:

Project Advance

Should you desire additional copies, please call Mrs. Lavolia Vails, Coordinator of ESEA, Title III Evaluation, 347-6383 or write to the Division of Research and Evaluation, 415 12th Street, N.W.
Washington, D.C., 20004.

MPC/LV/h
Enclosure(s)

MORSE CRISIS INTERVENTION CENTER - PROJECT ADVANCE

Title III Project

FINAL REPORT

Commonwealth Learning, Inc.
Alexandria, Virginia

Coordinated under the direction of the Division
of Research and Evaluation, Office of Planning,
Research and Evaluation, Room 1013, 415 12th St., NW
Washington D.C.

Contract No.: 1018-AA-NS-0-5-GA
June, 1975

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Research and Evaluation

# MORSE CRISIS INTERVENTION CENTER - PROJECT ADVANCE

Title III Project

Final Report
June, 1975

Morse Crisis Intervention Center
Title III Project Evaluation
June, 1975

ERRATA SHEET

Page 15 - Read "Fall, 1974," instead of "Fall, 1975."

Page 16 - Read "mean gains in spelling, math and reading were 1.58, .78, and .91 respectively."

Page 20 - All classrooms at Morse school were observed.

Page 22 - Read "Standards 2, 3, 6, 8, 19, 20, 22, and 23 were evaluated.

Pages 38-57 - These pages have been removed from the body of the report and are found as Appendix A at end of report.*

Pages 58-63 - These pages have been removed from the body of the report and are found as Appendix B at end of report.*

Page 65 - n = 16 males and 3 females.

Page 66 - Sample size was 19.

Pages 67-69 - These pages have been removed from the body of the report and are found as Appendix C at end of report. *

Pages 72-76 - These pages have been removed from the body of the report and are found as Appendix D at end of report. *

* At the request of the Office of Planning, Research and Evaluation.

## DESCRIPTION OF THE PROJECT

The Morse Crisis Intervention Center is a program of survival for the youth of the D.C. Public Schools who have been removed from the public junior high school because of disruptive behavior. The Center's on-going activities were supplemented by Project Advance in the following specific areas during the 1974-75 school year:

1. Psychotherapeutic services were provided to alleviate or minimize disturbing behavior.

2. Individualized instruction was provided the students using a modified open classroom technique.

3. Enrichment activities were provided the students.

More specifically, the major objectives of the project, as stated in the project proposal, were as follows:

"Sixty junior high school students referred to the Morse Crisis Intervention Center because of disruptive behavior in the regular school; and who may or may not be academically retarded, will participate in the following program to alleviate their problems:

a. Services of a qualified psychiatric social worker (with a background of extensive experience and success in working with troubled urban youth) for the purpose of reducing and/or eliminating disturbing behavior which may or may not be manifestations of deep-rooted psychological problems. This service will operate with the consultant service of a psychiatrist.

b. An instructional program that emphasizes individualization through the Open Classroom technique of an informal, student-centered atmosphere.

c. A program of enrichment which reinforces the educational program by affording the student: opportunities to relieve some of his hyperactivity and tensions through pleasurable and tangible activities such as swimming, bowling, track, field: stimulation through creative activities such as drama, art, music, field trips: opportunities for career development."

## EVALUATION METHODOLOGY

The basic design of this evaluation has been of a summative nature in that pre and post data has been collected and a final report with data analysis and conclusions regarding the total project activities has been compiled. In addition, to the extent this has been possible, this has been a discrepancy evaluation. Discrepancy Evaluation as developed by Malcolm Provus is defined as follows:

> The purpose of program evaluation is to determine whether to improve, maintain, or terminate a program. Evaluation is the process of (a) agreeing upon program standards, (b) determining whether a discrepancy exists between some aspect of the program and the standards governing that aspect of the program, and (c) using discrepancy information to identify the weaknesses of the program.

In this, the third year of this program's evaluation, a program definition (or, the program standards) has been developed based on the stated objectives of the third year project proposal.

Program Definition is described as follows: The definition is a detailed description of an educational program as it is perceived by the staff of that program. The definition is divided into three essential components: (1) The objectives of the program; (2) the students, staff, media and facilities that must be present before the objectives of the program can be realized; and (3) the student and staff activities that form the process whereby the objectives are achieved.

The definition is used as a standard against which to evaluate the program. After the definition has been obtained, the evaluator attempts to determine whether the program is operating as the definition specified. If not, there are two alternatives: (1) either the definition can be modified, or (2) the program can be brought into line with the definition.

## EVALUATION PROCEDURES

In order to establish a program definition, the evaluation team met three times with the Project Director and staff. As a result of these meetings, the following standards were established:

1. 70% of Morse students will be ready to return to regular school after completing one full year.

2. 100% of the students enrolled in group psychotherapy will accept the services and the leaders, as evidenced by regular attendance and by the evaluations of the leaders.

3. 75% of the students enrolled in group psychotherapy will make a satisfactory adjustment to personal problems and will return to regular school.

4. Students will improve self-concept.

5. Students will improve personal hygiene habits.

6. Students will receive individual counseling and attention from school personnel.

7. Some students will show an increase in academic achievement as determined by pre and post-testing.

8. Student attendance and punctuality will improve over the course of the year.

9. Students in the classrooms will be voluntarily participating in their work.

10. Staff will maintain a warm emotional climate as perceived by students in the school.

11. Students will freely visit classroom learning centers to make use of the provisions available.

12. Students will demonstrate good relationships with others in the classroom by helping each other, entering into classroom discussions and working individually.

13. Staff will demonstrate their ability to handle the modified open space concept.

14. Staff will allow students a part in deciding classroom activities.

15. Staff will demonstrate acceptance of other staff members' ideas and techniques through the team approach.

16. Students will take part in enrichment activities and/or field trips weekly.

17. Students will exhibit acceptable behavior during field trips and enrichment activities.

18. Field trips will provide an exposure to career opportunities.

19. Students will be given opportunities for recreational activities through field trips and enrichment activities.

20. Staff will take part in scheduled inservice activities.

21. Inservice activities will be perceived by the staff as contributing to their effectiveness in the Morse program.

22. Enrichment activities will include special programs involving parents.

23. Exposure to career development will be provided through On-the-Job training, and part-time employment.

The following instruments were developed by the evaluation team to evaluate the standards established by the project staff.

| Instrumentation | Standards Evaluated | Administration Schedule |
|---|---|---|
| Wide Range Achievement Test - Standardized Test (not developed by evaluators) | 7 | This test was administered by the Center in the Fall 1974 and again in Spring 1975. Data analyzed by evaluators. |
| Student Survey | 10, 13, 14, 18, 19, 23 | Administered by evaluators to students in May, 1975. |
| Teacher Survey | 1, 3, 4, 5, 9, 11, 12, 13, 14, 15, 17, 19, 20, 21, 22 | Administered to all staff in May, 1975. |
| Self Concept Scale | 4 | Administered to all student in May, 1975. |
| Observation Instrument and Teacher Interview Guide | 9, 11, 12 | Used with a sample of classes and teachers in May, 1975. |
| School Records | 2, 3, 6, 23, 8, 16, 19, 20, 22 | Originally scheduled to be collected by Project Direct and Counselor in June, 197[illegible] the data was collected by a member of the evaluation team. |

Data is presented in the following section by instrument; the standards covered by each instrument are specified.

## RESULTS AND ANALYSIS

### Teacher-Staff Survey

To establish teacher-staff perceptions and knowledge regarding the degree of success with which program objectives were met a survey instrument was administered in June 1975.

Its purpose was to obtain a composite picture of how the staff felt their established standards were met based on their experience over the school year 74-75. Fifteen items were rated from high degree of success* with which an objective was met (H) to low degree of success with which an objective was met (L).

### Survey Results

Nineteen staff members responded to the survey with the following results.

Standard 1 70% of Morse Students will be ready to return to regular school after completing one full school year.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 4 | 21.1 |
| ABOVE AVERAGE | 6 | 31.6 |
| AVERAGE | 9 | 47.4 |
| TOTAL | 19 | 100.0 |

* Note Standard numbers referred to are those listed and agreed upon by Commonwealth Learning Inc. and the Director of Morse Center in a letter of April 28, 1975 from Commonwealth Learning to the Morse Center Director.

All 19 staff members indicated rating of average or above with four members indicating a high degree of success

Standard 3 -75% of the students enrolled in group psychotherapy will make a satisfactory adjustment to personal problems.

| | FREQUENCY | PERCENT |
|---|---|---|
| NO RESPONSE | 1 | .5.3 |
| ABOVE AVERAGE | 7 | 36.8 |
| AVERAGE | 11 | 57.9 |
| TOTAL | 19 | 100.0 |

Again, staff members rated adjustment average or above with no-one giving it a high degree of success.

Standard 5 Students will improve personal hygiene habits.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 2 | 10.5 |
| ABOVE AVERAGE | 6 | 31.6 |
| AVERAGE | 10 | 52.6 |
| LOW | 1 | 5.3 |
| TOTAL | 19 | 100.0 |

One staff member rated improvement of hygiene habits low while the remaining staff indicated above average or higher rating.

Standard 9 Students in classrooms will be voluntarily participating in their work.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 3 | 15.8 |
| ABOVE AVERAGE | 5 | 26.3 |
| AVERAGE | 10 | 52.6 |
| BELOW AVERAGE | 1 | 5.3 |
| TOTAL | 19 | 100.0 |

One person again rated voluntary participation low while the remainder of the group indicated ratings of average or above.

Standard 11 Students will freely visit classroom learning centers to make use of provisions available.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 2 | 10.5 |
| ABOVE AVERAGE | 7 | 36.8 |
| AVERAGE | 8 | 42.1 |
| BELOW AVERAGE | 1 | 5.3 |
| LOW | 1 | 5.3 |
| TOTAL | 19 | 100.0 |

Two people rated this item below average or less while 17 rated voluntary visiting of classroom learning centers average or above.

Standard 12 Students will demonstrate good relationships with others in the classroom by helping each other, entering into classroom discussions, and working individually.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 3 | 15.8 |
| ABOVE AVERAGE | 5 | 26.3 |
| AVERAGE | 10 | 52.6 |
| BELOW AVERAGE | 1 | 5.3 |
| | 19 | 100.0 |

95% or 18 of the 19 staff members felt that good student relationships exist at Morse Center.

Standard 14 Staff will allow students a part in deciding classroom activities

| | FREQUENCY | PERCENT |
|---|---|---|
| | 1 | 5.3 |
| HIGH | 2 | 10.5 |
| ABOVE AVERAGE | 10 | 52.6 |
| AVERAGE | 6 | 31.6 |
| TOTAL | 19 | 100.0 |

It appears that all staff members feel that students are generally involved in deciding classroom activity.

Standard Staff will demonstrate acceptance of other staff members' ideas and techniques through the team approach.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 8 | 42.1 |
| ABOVE AVERAGE | 8 | 42.1 |
| AVERAGE | 3 | 15.8 |
| TOTAL | 19 | 100.00 |

16 of 19 members feel that the team approach has been accepted with above average or high degree of success.

Standard 17 Students will exhibit acceptable behavior during field trips

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 1 | 5.3 |
| ABOVE AVERAGE | 11 | 57.9 |
| AVERAGE | 5 | 26.3 |
| BELOW AVERAGE | 2 | 10.5 |
| | 19 | 100.0 |

Two staff members felt that student behavior was not acceptable on field trips while the remaining seventeen rated student behavior as average to high.

Standard 19 Students will be given opportunities for recreational activities through field trips and enrichment activities.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 13 | 68.4 |
| ABOVE AVERAGE | 4 | 21.1 |
| AVERAGE | 2 | 10.5 |
| TOTAL | 19 | 100.0 |

All members felt this objective was met with average to high degree of success with 68% of the group rating it high.

Standard 20 Staff will take part in scheduled inservice activities.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 7 | 36.8 |
| ABOVE AVERAGE | 10 | 52.6 |
| AVERAGE | 2 | 10.5 |
| TOTAL | 19 | 100.0 |

All members felt this objective met with success with 17 of 19 indicating average and above average ratings.

Standard 21 Inservice activities will contribute to staff effectiveness in the Morse Program

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 9 | 47.4 |
| ABOVE AVERAGE | 7 | 36.8 |
| AVERAGE | 3 | 15.8 |
| TOTAL | 19 | 100.0 |

Again, all members felt inservice was effective with 9 ratings of high degree of success.

Standard 22 Enrichment activities will include special programs involving parents.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 2 | 10.5 |
| ABOVE AVERAGE | 8 | 42.1 |
| AVERAGE | 6 | 31.6 |
| BELOW AVERAGE | 3 | 15.8 |
| TOTAL | 19 | 100.0 |

Three of the nineteen staff members indicated parent participation activities met with below average success while the remaining sixteen felt such activities met with average to high degree of success.

Standard 23 Exposure to career development will be provided through OJT and part-time job placement.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 2 | 10.5 |
| ABOVE AVERAGE | 6 | 31.6 |
| AVERAGE | 11 | 57.9 |
| TOTAL | 19 | 100.0 |

Most staff members (11) felt career exposure activities met with only average success while two rated this objective highly.

Standard 7 Students will show an increase in academic achievement.

| | FREQUENCY | PERCENT |
|---|---|---|
| HIGH | 3 | 15.8 |
| ABOVE AVERAGE | 3 | 15.8 |
| AVERAGE | 13 | 68.4 |
| TOTAL | 19 | 100.0 |

Thirteen or 68% of the staff felt achievement was increased with an average degree of success while above average and high ratings were indicated by the remaining 6 members.

## Summary of Results

Staff perceptions relative to the degree of success with which standards were met appear to be very positive in nature. In general, the staff felt that almost all objectives were met with average to high degrees of success.

Only two objectives, improvement of personal hygiene by students and parents participation, had substantial ratings below average but certainly did not constitute a majority of staff members.

Therefore, it may be concluded that the Morse Center staff perceive that their original objectives have been met successfully.

## Wide Range Achievement Test (WRAT) progress for 1974-1975 at Morse Crisis Intervention Center

To determine the amount of progress made during the school year 1974-1975 the WRAT was given to students in the fall of 1974 (for most students either in September or October) and then again in the spring (June) of 1975.

Since some students come and go throughout the course of the year it is difficult to get a complete set of pre (fall) scores and post (spring) scores reflecting the average growth of each individual.

Therefore, group means and standard deviations are presented for all students taking the pre and all students taking the post, in addition to statistics on only those students taking both the pre and the post.

Grade equivalent scores are reported in the areas of spelling, math, and reading.

TABLE I

WRAT Means and Standard Deviations

for Entire Student Population 1974-1975

Morse Crisis Intervention Center

| | Fall 75 | | | Spring 75 | | |
|---|---|---|---|---|---|---|
| | Spelling | Math | Reading | Spelling | Math | Reading |
| Mean Grade Equivalent | 3.23 | 3.82 | 4.09 | 4.81 (+1.58) | 4.6 (+.78) | 5.00 (+.91) |
| Standard Deviation | 1.87 | .9 | 2.54 | 3.01 | 1.3 | 2.74 |
| Sample Size | 54 | 54 | 54 | 24 | 24 | 24 |

As reported in Table I it can be seen that between two scoring periods gains in spelling, math and reading were 1.58, .78, and .91 respectively. This indicates that on the average a year and a half's growth was made in spelling and almost a year in math and reading with math making the least amount of growth.

A clearer picture as to what growth was made by students taking both the pre and post tests is presented in Table II on the next page.

TABLE II

WRAT Statistics for Morse Students

Taking Pre and Post Tests

1974-1975

| | Fall 74 | | | Spring 75 | | |
|---|---|---|---|---|---|---|
| | Spelling | Math | Reading | Spelling | Math | Reading |
| Mean grade Equivalent | 3.83 | 3.94 | 4.58 | 4.81 (+.98) | 4.60 (+.66) | 5.00 (+.42) |
| Standard Deviation | 2.17 | .99 | 2.73 | 3.01 | 1.30 | 2.74 |
| Sample Size | 24 | 24 | 24 | 24 | 24 | 24 |
| T- Statistic Post-Pre | | | | 2.58 | 3.83 | 3.34 |

The t-statistic for a test of differences between post and pre tests indicate statistical significance at the .01 level for each difference implying that gains made were probably not due to chance.

MORSE CENTER

Observation Checklist

In addition to having the teachers respond to our Teacher Openness Questionnaire, an onsight observation was made on June 6, 1975 for the purpose of determining the degree to which standards of modified openness (teachers had set earlier in the year) were being met.

Since all classes observed were conducted in a similar fashion, one Observation Checklist report is presented reflecting the general degree of openness in Morse School

MORSE CENTER

Observation Checklist

Rating Scale:

H - Standard is being obviously met -- and to a high degree

AA- Standard is being met in some degree -- i.e., some students are meeting it, some teachers are meeting it -- to some degree.

A - Parts of the standard are being met to some degree.

BA- Occasionally parts of the standard are being met -- but not often.

L - There is no evidence that the standard is being met.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | Students in the classrooms will voluntarily participate in their work. | H | AA | (A) | BA | L |
| 2. | Students will freely visit classroom learning centers to make use of the provisions available. | H | AA | (A) | BA | L |
| 3. | Students will demonstrate good relationships with other in the classroom by helping each other, entering into classroom discussion and working individually. | H | (AA) | A | BA | L |
| 4. | Staff will allow students a part in deciding classroom activities. | H | AA | (A) | BA | L |
| 5. | Staff will demonstrate acceptance of other staff members' ideas and techniques thoough the team approach. | H | (AA) | A | BA | L |

It should be noted that the ratings made were highly subjective since results were based on a half-day classroom observation and brief conversations with teachers and aides

Most classes were semi-structured in that groups of students were working with the teacher or aide while other students were working individually. It does appear that there is a closeness among staff members that encourages the team approach. Students seemed to be enjoying themselves in an atmosphere of friendliness and learning at the same time.

## Project Director and Counselor Reports

A total of sixty-eight (68) students attended Morse School at one time or another during the course of the 1974-1975 school year. Of this total, 52 were still in attendance at the end of the school year, twenty-four (24) have been recommended for regular school placement, and the remaining twenty-eight (28) are expected to return for the next year.

All students have the opportunity to take advantage of the services of school and staff personnel which include teachers, counselor, social worker, assistant principal, educational aides, psychiatrist, nurse, physician, attendance officer, and a speech correctionist.

Various standards set by the school staff at the beginning of the school year 74-75 are attended to in this summary.

Standards 2, 3, 6, 8, 16, 19, 20, 22, and 23 were evaluated using school records as well as interviews with the Project Director and Morse School Counselor.

Standards will be presented followed by the appropriate data with which to judge the degree with which these standards were met.

Standard 3 75% of the students enrolled in group psychotherapy will make a satisfactory adjustment to problems and will return to regular school.

The Project Director indicated that a total of 32 students were involved in group psychotherapy throughout the course of the year. Of those partaking, 18 of the 32 are reportedly leaving Morse for regular

schools. This amounts to approximately 56% of the psychotherapy group leaving. Such data would indicate that the standard has been set too high and should be redefined for next year.

Standard 2 100% of the students enrolled in group psychotherapy will accept the services and the leaders as indicated by regular attendance and leader evaluation.

Thirty-two (32) volunteer students were involved in group therapy and were broken down into five groups, each having a group leader (teacher) as listed below.

| Leader | Group Size |
|---|---|
| Haynes | 5 |
| Freeman | 8 |
| Sanders | 5 |
| Wirstead | 7 |
| Taylor | 7 |
| Total | 32 |

Form A (attached to this report) was a weekly going log maintained by group leaders to record the purpose of each session, special observations and an evaluation of the session with appropriate comments.

Attendance was reported as good and as group interaction appeared to be highly beneficial to all members of each group.

Standard 6 Students will receive individual counselling and attendance from school personnel.

As mentioned in the opening paragraphs of this report students were serviced by all staff personnel in both formal and informal settings. Personal observations of the evaluation team indicated a great deal of rapport with the school counselor and Morse Program students. An atmosphere of openness and congeniality seemed to prevail to the benefit of Morse students seeking guidance and attention.

Standard 8 Student attendance and punctuality will improve over the school year.

Student tardiness and attendance figures were not available at the time of this report and will be submitted as an addendum if received prior to its final submission.

Standard 16 Students will take part in enrichment activities and/or field trips.

Standard 19 Students will be given opportunities for recreational activities through field trips and enrichment activities.

Form B attached to this report indicates the extent to which students were exposed to field trips and other enrichment activities.

Standard 20 Staff will take part in scheduled inservice activities.

As indicated in the teacher survey, the Morse Staff attests to

FORM B

MORSE CRISIS INTERVENTION CENTER

June 30, 1975

Schedule of Field Trips

| Date | Activity |
|---|---|
| November 6 | Tour of Naval Museum |
| November 13 | Basketball Game (Students vs. Teachers) at Y.M.C.A. |
| November 20 | Tour of Andrews Air Force Base, Suitland Maryland |
| November 27 | Tour of FBI Building |
| December 4 | Volleyball Game (Students and Teachers) at Y.M.C.A. |
| December 11 | Bowling - Riggs Plaza Bowl |
| January 8 | Air Space Museum Tour |
| January 15 | Basketball Game - Y.M.C.A. |
| January 22 | Tour of Museum of African Art |
| January 29 | Bowling - Riggs Plaza Bowl |
| February 5 | Volleyball Game - Y.M.C.A. |
| February 12 | Tour of Post Office (Main Building) |
| February 19 | Tour of Washington Post Newspaper |
| February 26 | Municipal Center Tour |
| March 5 | Ice Skating - National Sculpture Gardens |
| March 12 | Dulles Airport - Virginia |
| March 19 | Bowling - Riggs Plaza Bowl |
| March 26 | Ice Skating - National Sculpture Gardens |
| April 2 | Anacostia Neighborhood Museum |

Field Trips Cont'd:

| | |
|---|---|
| April 9 | Swimming at Natatorium (Capital East Swimming Pool) |
| April 16 | Tour of Aquarium in Commerce Building |
| April 23 | Go-Kart Track |
| April 30 | Softball Game (Turkey Thicket) |
| May 7 | Bowling - Riggs Plaza Bowl |
| May 14 | Softball Game at Turkey Thicket Playground |
| May 21 | Volleyball at Hains Point East Potomac |
| May 28 | Go-Kart Track |
| June 5 | Softball at Turkey Thicket Playground |
| June 10 | Picnic at Rock Creek Park |

Other Enrichment Activities

| | |
|---|---|
| October | Halloween Party |
| November | Ali-Foreman Fight |
| December | Christmas Program and Film (T.J.) |
| February | Valentine Party with guests from Shaw Jr. High School |
| March | Black Repertory Theatre |

the effectiveness of inservice activities. Form C lists the various workshops held for teachers throughout the course of the school. Such an extensive list and varying topics would appear to be highly beneficial for all staff personnel.

Standard 23 Exposure to career development will be provided through OJT, and part-time job placement.

Not only were students exposed to different careers through field trips and other activities, but it was reported that during the school year six (6) students held part-time jobs (one at Morse School and five outside).

Standard 22 Enrichment activities will include special programs involving parents.

Attached to the report are Forms D, E, and F indicating special programs offered involving parents. Again, programs for parents were extensive in nature and the Director reported that most activities were well attended.

## Other

In addition to data gathered and made available to judge established standards, data has been collected by Morse staff personnel on student self ratings (pre and post, January-June) as well as a pupil behavior screening instrument filled out by the teached (also pre and

FORM C

MORSE CRISIS INTERVENTION CENTER

June 30, 1975

WORKSHOPS:

July ———— Making instruct-onal materials
August ———— Developing learning packages - Edward L. Mitchell, Resource Teacher (Workshop for Aides)

September 4 - November 25, 1974 - Psychology 253P: Human Growth and Development D. C. Teachers College, Credit Course (for Special Education Aides)

September 11 ——— Overview of Summer Workshop - Edward L. Mitchell, Resource Teacher

September 18 - & 25 ——— The Contract Plan Method - Burnell Irby, Resource Teacher

October 2 ——— Guided Group Interaction Workshop Review Helen W. Holmes, Administrator

October 9 ——— Review of Title III - Project Advance ESEA-Title III Services - Helen W. Holmes, Administrator

October 16 ——— The Nature of Prejudice - John C. Pannell, Counselor

October 24 ——— How to administer the Informal Reading Inventory-Edward L. Mitchell with Aides

October 25 ——— Behavior Management Techniques - Burnell Irby Seminar in Open Education, Helen W. Holmes

November 13 ——— How to administer the IRI - Edward L. Mitchell with staff Workshop (Federation #524)

November 15 ——— The Problems of Providing Special Education Services to Classroom Teachers: A Panel Presentation Helen W. Holmes, Participant

November 15 ——— Guided Group Interaction Techniques - John Pannell

January 8 ——— Description of Prescriptive Reading/Math Test - John Pannell

Workshops Cont'd:

| | | |
|---|---|---|
| January 22 | ---- | Group Psychotherapy and its Benefits to the Morse students and staff - Dr. Walter Schorr, Psychiatrist, Adolescent Division of Hillcrest Children's Center |
| January 29 | ---- | Guided Group Interaction "Where Are We Now"? Panel - William Taylor, Math Teacher - Leonard Sanders, Language Arts Teacher |
| February 26 to -June 4, 1975 | ---- | Special Education 521-F Diagnostic Prescriptive Teaching - D. C. Teachers College, 3 Credit Hours Time - 3:30-6:30 P.M., every Wednesday - Morse Center Instructor: Mrs. Lorraine Scott |
| March 21 | ---- | Site visit to Area A Rose School |
| June 4 | ---- | Workshop in Perception (Special Education Media Resource Center) Division of Services for the Handicapped |

post, January-June). Such data is now in the process of being analyzed and it is anticipated the results will aid in effecting teacher change as well as student change.

Follow-up reports on students have also been made by the Morse staff, but since they are personal in nature, will not be presented here.

## Special Programs Offered

## Involving Parents

(PTA) Home & School Interaction Team Meetings - 9

1. Parent-teacher conferences
2. Agenda Activities: Morse program provided for by Title III Federal Programs (Information Dissemination)
3. Decentralization and how it affects our school
4. Parent Group Discussions (Group Interaction)
5. Classroom visitation
6. Parent monitoring of Project Advance along with team from Special Education
7. Medical and Psychiatric teams consultation with parents on school health along with film on the importance of the family to the mental health of the child
8. Tests used at Morse, an explanation of and individual consultations with the Reading Specialist
9. Guest Speaker - Mrs. Price, Attendance Officer - question and answer period
10. Panel: Programming for the special needs of our students:
    a. Guided Group Interaction
    b. Wednesday Activity Day
    c. School Counseling Program
        - Group Therapy provided by Hillcrest Childrens' Center
        - Shaw Outreach Team
        - Health Screening

d. Open Classroom - Our method of Instruction

May Week at Morse (Open House)

11. Guided Group Interaction Demonstration
12 Garage Sale
13. Bake Sale
14. Health Screening Mobile Van
15. Softball Game
16. Art and Woodwork Exhibits and Demonstrations
17. Pot Luck Luncheon and Reception

FORM E

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Morse Crisis Intervention Center
Fifth and R Streets, N. W.
Washington 1, D. C.

May 8, 1975

Dear Parents and Friends,

The week of May 12th - 16th will be an exciting week here at Morse School. We are having special activities each day of the week. Each student was given a program to take home. We hope you received it. We have also included a program with this letter. We are especially calling your attention to the Thursday activity. We are having a Pot Luck luncheon on that day from 1:00 to 2:30. This is the day for our 9th regularly scheduled Home and School Interaction Team meeting. It is also the last time this school year that parents are being asked to join us here at Morse. All parents are urged to please come out and enjoy a pleasant social afternoon. We are also urging you to check the program of activities for next week. Feel free to participate with with your child and his teachers in any of the activities listed.

In addition, you may want to take advantage of the free health examination that will be done here on the 13th, 14th, and 15th from 9:00 to 4:00. You may call us (629-6017) if you wish to make an appointment for this service.

We hope that you will join us in at least one activity during next week's program. We especially urge you to come out on Thursday at 1:00.

Yours truly,

Morse Staff

FORM F

Safety Week at Home 12th-16th

9:30 - 1:30

Classroom Visitation 12th, 13th, 14th, 15th, 16th 10:30-1

Guided Group Interaction Demonstration 13th, 15th

Garage Sale 13th 12:00 - 2:00

9:00 - 3:00

Health Screening Mobile Van 13th, 14th, 15

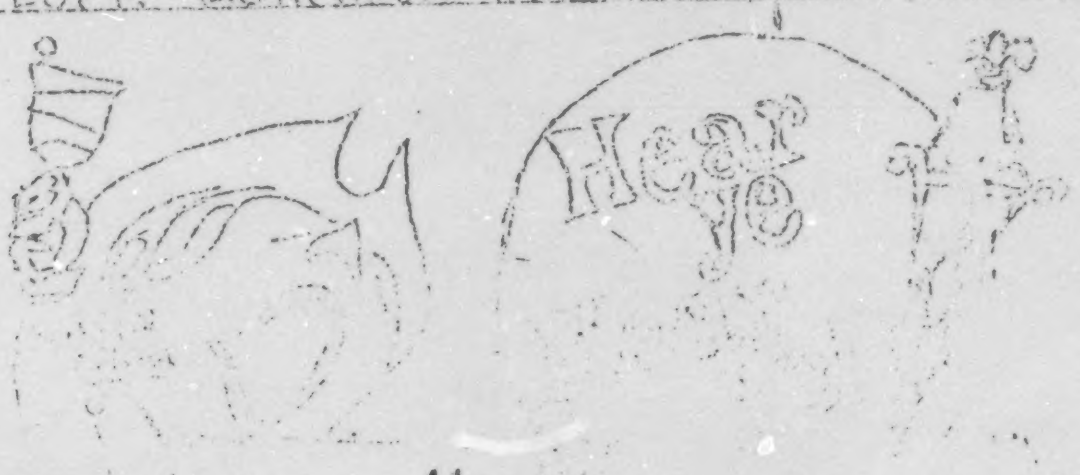
Softball Game 14th 1:00 - 12:00

Bake Sale 14th 12:00 - 1:00

14th 12:00 - 1:30

Art and Woodwork Exhibits and Demonstration

Pot luck luncheon and Reception 15th 12:00



Morse Program Student Survey

Standards 10, 13, 14, 18, 19 and 23 were evaluated by the use of a student survey instrument administered in June 1975. Twenty-four students participated in the survey with some interesting results obtained.

Attached is an item by item breakdown reporting frequencies and percentages of responses. Presented in this report will be the results of those items evaluating the standards listed above and general summary of overall survey response.

Standard 10 Staff will maintain a warm emotional climate as perceived by students in the school.

A few items on the survey indirectly relate to Standard 10. Item 29 asking students to respond how often they enjoy the class work obtained results indicating 12 or 50% of the students always enjoy it while only 2 indicated they never enjoy it. Item 35 asked whether the student can go to teachers for their problems resulted in 11 students selecting the never response, 1 seldom, 4 sometimes and the remaining 8 often or always. Item 39 suggests that the majority of students (58%) are happy in school and item 48 indicates a similar response for wanting the same teacher next year.

Standard 13 Staff will demonstrate their ability to handle the modified open space concept.

Items 1 to 28 on the survey were questions getting at the degree of freedom with which a student can operate at Morse, i.e., to what extent

is the open concept practiced. Almost all of these items such as availibility of learning stations, working in small groups, working at one's own pace, allowing talking, working in different books, meeting with teachers, etc. received a majority of responses indicating that in fact elements of the open space concept do exist. Only two item responses were contradictory to the open space concept which is understandable at Morse; one being leaving the room without asking and working weeks without the teacher knowing what one was doing. In general, it does appear that the students and teacher perceptions of the existence of the open space concept at Morse are somewhat in agreement.

Standard 14 Staff will allow students a part in deciding classroom activities

Responses related to the amount of freedom with which a student can operate by choosing projects interesting to him (her), working at one's own pace, etc. do point to an individual being able to direct his own activity which again would indicate evidence that classroom activities are sometimes decided by student involvement.

Standard 18 Field trips will provide an exposure to career opportunities.

Only 6 of 24 students felt field trips were a waste (item 36) while over 70% (17) agreed that students learned about different careers.

Standard 19 Students will be given opportunities for recreational activities through field trips and enrichment activities.

Again those items related to field trips indicate participation and satisfaction from field trip activities

Standard 23 Exposure to career development will be provided through OJT, and part-time job placement.

Again item 49 indicated that most students in the course of their school year at Morse learned about different careers.

## Summary of Results

In general, it is evident from the student survey response that the Morse School Program is operating under an open space educational concept and a climate exists conducive to educational experiences. Only one item would seem to create some concern for the staff and that is the unwillingness of students to talk to their teachers about individual problems. Perhaps this could be discussed in some of the group psychotherapy sessions and various teachers could be invited to participate.

Overall, the students perceive school and school activity as somewhat enjoyable and the majority of students would like to have the same teachers next year, indicating the existence of good student-teacher rapport.

## How I See Myself--Secondary Level

(Standard 4)

This self-report instrument is designed to measure dimensions of self concept. Designed by Ira J. Gordon of the University of Florida, the scale measures several factors, some the same and some not, for males and females.

Factor analysis performed on data collected on approximately 9,000 school children in a north central Florida public school system indicated the following measureable dimensions for males and females.

| Male Factors | Female Factors |
|---|---|
| 1. Teacher-School | 1. Teacher-School |
| 2. Physical Appearance | 2. Physical Appearance |
| 3. Autonomy | 3. Interpersonal Adequacy |
| 4. Academic Adequacy | 4. Autonomy |
| 5. Physical Adequacy | 5. Academic Adequacy |
| | 6. Physical Adequacy |
| | 7. Emotions |

Factors are assigned concepts (or constructs) in accordance with the content of those items that indicate high inter-item relationships. Using a rating scale of 1 to 5 from least positive to most positive, for a total of 42 items, pupils can be scored on the various factors.

Table III compares Morse school pupils with norms obtained from the Florida population as well as Morse males with Morse females on overlapping factors.

TABLE III

Comparison of Morse Crisis Intervention Center Pupils with Normed Population Means and Standard Deviations of How I See Myself Scale for Appropriate Factors

| FACTOR | MALES | | | | FEMALES | | | |
|---|---|---|---|---|---|---|---|---|
| | MCIC | | Norms | | MCIC | | Norms | |
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Teacher School | 19.69 | 3.83 | 21.80 | 4.52 | 25.00 | 4.36 | 22.68 | 4.[illegible] |
| Physical Appearance | 27.38 | 6.09 | 29.36 | 6.54 | 28.33 | 11.59 | 28.72 | 7.12 |
| Interpersonal Adequacy | 58.5 | 12.61 | 59.63 | 14.23 | 62.67 | 16.92 | 60.74 | 14.38 |
| Autonomy | 29.69 | 4.22 | 28.54 | 5.91 | 29.33 | 4.93 | 27.76 | 5.82 |
| Academic Adequacy | ----- | ---- | ----- | ---- | 23.67 | 7.09 | 19.02 | 4.94 |
| Physical Adequacy | 15.44 | 3.84 | 14.10 | 3.14 | 15.00 | 5.20 | 14.28 | 3.39 |
| Emotions | ----- | ---- | ----- | ---- | 19.00 | 1.73 | 13.16 | 3.93 |

Boys As can be seen by Table III, the boys are below norms in the Teacher-School, Physical Appearance and Interpersonal Adequacy and above norms in the concept of Autonomy and Physical Adequacy.

Girls The girls, on the other hand, are above the norms for all concepts except Physical Appearance (though very close to norms - 28.33 to 28.72).

In general, there seems to be an indication of low self-concept for males in this group while the girls seem to feel good about themselves in almost all areas. It must be kept in mind, however, the smallness of sample size, especially for the female group, prevents large scale inferences about the Morse School population.

## SUMMARY

In general, the Morse Crisis Intervention Center's Project Advance has successfully met its objectives. A review of the staff-established standards and results will indicate the degree to which the objectives have been met.

| Standards | Results |
|---|---|
| 1. 70% of Morse students will be ready to return to regular school after completing one full year. | This standard has not been met: of the 68 students attending Morse this year, 24 have been recommended for regular school placement (approximately 33%). |
| 2. 100% of the students enrolled in group psychotherapy will accept the services and the leaders, as evidenced by regular attendance and by the evaluations of the leaders. | This standard was met. |
| 3. 75% of the students enrolled in group psychotherapy will make a satisfactory adjustment to personal problems and will return to regular school. | Approximately 56% of the students enrolled in group therapy have been recommended to return to regular school. This standard has not been met, and like Standard #1, should be revised downward for the coming year. |
| 4. Students will improve self-concept. | Improvement could not be determined since the evaluation was not started until late in the Spring when the project year was almost over. Comparing Morse students with other similar groups, however, indicates a generally lower self-concept on the Morse students' part, particularly in males. |
| 5. Students will improve personal hygiene habits. | To a certain extent, this standard may be considered met. |
| 6. Students will receive individual counseling and attention from school personnel. | This standard has been met. |
| 7. Some students will show an increase in academic achievement as determined by pre and post-testing. | This standard has definitely been met. |

| | | |
|---|---|---|
| 8. | Student attendance and punctuality will improve over the course of the year. | To a certain extent, this standard has been met. |
| 9. | Students in the classrooms will be voluntarily participating in their work. | To a certain extent, this standard has been met. |
| 10. | Staff will maintain a warm emotional climate as perceived by students in the school. | This standard has been met. |
| 11. | Students will freely visit learning centers to make use of the provisions available. | To a certain extent, this standard has been met. |
| 12. | Students will demonstrate good relationships with others in the classrooms by helping each other, entering into classroom discussions and working individually. | To a certain extent, this standard has been met. |
| 13. | Staff will demonstrate their ability to use the modified open space concept. | This standard has been met. |
| 14. | Staff will allow students a part in deciding classroom activities. | To a certain extent, this standard has been met. |
| 15. | Staff will demonstrate acceptance of other staff members' ideas and techniques through the team approach. | This standard has been met. |
| 16. | Students will take part in enrichment activities and/or field trips weekly. | This standard has been met. |
| 17. | Students will exhibit acceptable behavior during field trips and enrichment activities. | To a certain extent, this standard has been met. |
| 18. | Field trips will provide an exposure to career activities. | This standard has been met. |
| 19. | Students will be given opportunities for recreational activities through field trips and enrichment activities. | This standard has been met. |
| 20. | Staff will take part in scheduled inservice activities. | This standard has been met. |

| | | |
|---|---|---|
| 21. | Inservice activities will be perceived by the staff as contributing to their effectiveness in the Morse program. | This standard has been met. |
| 22. | Enrichment activities will include special programs involving parents. | This standard has been met. |
| 23. | Exposure to career development will be provided through on-the-job training, and part-time employment. | This standard has been met. |

## RECOMMENDATIONS

In the final analysis, the success or failure of a project such as this supplemental effort at Morse must be judged by the number of students helped, and the extent to which that help enabled the students to return to regular schools and remain there. This year Project Advance has made possible numerous activities which have undoubtedly contributed to the 24 students' recommendations for return to regular school in the Fall. The extent of this contribution is not possible to determine, and for this reason, the recommendations of the Evaluators can deal only with several basic assumptions.

For instance, the assumption must be made that such activities as those conducted through Project Advance would have to be beneficial to some students and might not help others. This does not mean that they should not be continued and expanded. What is implied and what should be clearly stated is the need for better and more controlled research <u>on an on-going basis</u>. Letting an evaluation contract for a year-long project when only two or three months remain in the project cannot provide the data required to support the development of this very worthy educational effort.

RECOMMENDATION: The therapy, inservice training and enrichment provided the Morse Center through Project Advance should be continued and expanded; effort should me made to determine what additional services might be provided the staff and students to enable them to help more students move back into the regular schools after the 1975-76 school year.

RECOMMENDATION: Every effort should be made to provide more intensive research and evaluation from the start of the 1975-76 school year. Summative evaluation cannot be as useful as it should be if baseline data is not collected at the beginning of a school year; formative evaluation cannot be conducted to provide for meaningful improvements in program operation if it is not established at the beginning of a school year. Project Advance desperately needs more hard data as to its effects upon students and this data can be provided through an on-going and well designed research effort. The evaluators also recommend that this effort be conducted, if at all possible, by researchers <u>internal</u> to the school system.

This supplemental effort has certainly been a worthy one. It is really only just starting. It is the firm belief of the evaluation team that with appropriate research and continued full support of the administrators and teachers of the D.C. Public Schools, the Morse Center will make increasingly more significant contributions to the growth and development of D.C. Public School students.

# APPENDIX A

VARIABLE VAR001 SIT ON FLOOR

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 2 | 8.3 |
| FALSE | 2.00 | 22 | 91.7 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR002 ASK OTHERS FOR HELP

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 9 | 37.5 |
| FALSE | 2.00 | 15 | 62.5 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR003 LEAVE FOR LIB WITHOUT ASKING

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 2 | 8.3 |
| FALSE | 2.00 | 22 | 91.7 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR004 THINGS TO TOUCH AND EXAMINE

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 17 | 70.8 |
| FALSE | 2.00 | 7 | 29.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR005 STUDENTS USUALLY REMAIN QUIET

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 4 | 16.7 |
| FALSE | 2.00 | 19 | 79.2 |
| | 0.0 | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR006 STAY IN SEAT MOST OF TIME

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 20 | 83.3 |
| FALSE | 2.00 | 2 | 8.3 |
| | 0.0 | 2 | 8.3 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR007 TALKING PERMITTED

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 10 | 41.7 |
| FALSE | 2.00 | 14 | 58.3 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR008 TCHR PERMISSION FOR MTL USE

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 21 | 87.5 |
| FALSE | 2.00 | 3 | 12.5 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR009 HAND IN WORK WHEN REST ARE DONE

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 15 | 62.5 |
| FALSE | 2.00 | 9 | 37.5 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR010 SAME BOOK FOR EVERY ONE

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 5 | 20.8 |
| FALSE | 2.00 | 19 | 79.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR011 CAN WORK SLOWER THAN OTHERS

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 14 | 58.3 |
| FALSE | 2.00 | 10 | 41.7 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR012 IN MOST CLASSES

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| WHOLE CLASS | 1.00 | 7 | 29.2 |
| SMALL GROUPS | 2.00 | 17 | 70.8 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR013 START NEW WORK WITHOUT WAITING

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 17 | 70.8 |
| FALSE | 2.00 | 5 | 20.8 |
| | 0.0 | 2 | 8.3 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR014 NO OF STUDENTS ON SAME LESSON

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| WHOLE CLASS | 1.00 | 1 | 4.2 |
| LARGE GROUPS | 2.00 | 2 | 8.3 |
| SMALL GRPS | 3.00 | 12 | 50.0 |
| NOGRPS-ME | 4.00 | 9 | 37.5 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 3.000

VARIABLE VAR015 USE OF LANG CTRS OR STATIONS

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| YES | 1.00 | 22 | 91.7 |
| NO | 2.00 | 1 | 4.2 |
| | 0.0 | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR016 LRNG CTR OR STATION TIME USAGE

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| NOT AT ALL | 1.00 | 6 | 25.0 |
| ONCE A WEEK | 3.00 | 4 | 16.7 |
| TWICE A WEEK | 4.00 | 2 | 8.3 |
| EVERY DAY | 5.00 | 4 | 16.7 |
| ALL DAY EVERY DAY | 6.00 | 8 | 33.3 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 6.000

VARIABLE VAR017 CHANGE OF LRNG CTR OR STATION

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVI FREQUENC (PERCENT |
|---|---|---|---|
| DONT USE | 1.00 | 4 | 16.7 |
| EACH WEEK | 2.00 | 5 | 20.8 |
| EACH MONTH | 3.00 | 2 | 8.3 |
| NO CHANGE | 4.00 | 13 | 54.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 4.000

VARIABLE VAR013 HOW MANY CTRS OR STAS COMPLETED

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| DONT USE | 1.00 | 2 | 8.3 |
| NONE LAST WEEK | 2.00 | 1 | 4.2 |
| 1 OR 2 | 3.00 | 1 | 4.2 |
| 3 TO 5 | 4.00 | 5 | 20.8 |
| 6 TO 10 | 5.00 | 4 | 16.7 |
| MORE THAN 10 | 6.00 | 9 | 37.5 |
| | 0.0 | 2 | 8.3 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 6.000

VARIABLE VAR019 WORK I AM INTERESTED IN ALLOWED

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 14 | 58.3 |
| FALSE | 2.00 | 10 | 41.7 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR020 IMPORTANT TO ME WORK ON C TIME

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 12 | 50.0 |
| FALSE | 2.00 | 12 | 50.0 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR021 NO CHOICE FOR ME

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE. | 1.00 | 22 | 91.7 |
| FALSE | 2.00 | 2 | 8.3 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR023 WORK WKS WITHOUT KNOWING

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 14 | 58.3 |
| FALSE | 2.00 | 10 | 41.7 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR024 MTGS WITH TEACHER

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| ALMOST NEVER | 1.00 | 7 | 29.2 |
| ONCE IN AWHILE | 2.00 | 8 | 33.3 |
| ONCE A MONTH | 3.00 | 1 | 4.2 |
| ONCE A WEEK | 4.00 | 3 | 12.5 |
| EVERY DAY | 5.00 | 3 | 12.5 |
| | 0.0 | 2 | 8.3 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR025 WORK MARKED BY ICHH

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 18 | 75.0 |
| FALSE | 2.00 | 4 | 16.7 |
| | 0.0 | 2 | 8.3 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR026 OWN PROJECT WORK

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| NEVER | 1.00 | 2 | 8.3 |
| HARDLY EVER | 2.00 | 2 | 8.3 |
| ONCE IN AWHILE | 3.00 | 7 | 29.2 |
| VERY OFTEN | 4.00 | 3 | 12.5 |
| ALMOST EVERY DAY | 5.00 | 9 | 37.5 |
| | 0.0 | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 5.000

VARIABLE VAR027 I PLAN MY DAY AT SCHOOL

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 5 | 20.8 |
| FALSE | 2.00 | 18 | 75.0 |
| | 0.0 | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR028 FREE TIME ALLOWED

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| NEVER | 1.00 | 2 | 8.3 |
| FEW DAYS | 2.00 | 7 | 29.2 |
| SOME DAYS | 3.00 | 6 | 25.0 |
| EVERY DAY | 5.00 | 8 | 33.3 |
| | 6.00 | 1 | 4.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 5.000

VARIABLE VAR029 ENJOY CLASS WORK

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| ALWAYS | 1.00 | 12 | 50.0 |
| OFTEN | 2.00 | 3 | 12.5 |
| SOMETIMES | 3.00 | 5 | 20.8 |
| SELDOM | 4.00 | 2 | 8.3 |
| NEVER | 5.00 | 2 | 8.3 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR030 SCHOOL WORK DULL AND BORING

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| ALWAYS | 1.00 | 4 | 16.7 |
| OFTEN | 2.00 | 1 | 4.2 |
| SOMETIMES | 3.00 | 13 | 54.2 |
| SELDOM | 4.00 | 3 | 12.5 |
| NEVER | 5.00 | 1 | 4.2 |
| | 0.0 | 2 | 8.3 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 3.000

VARIABLE VAR031 LIKED SCHOOL SINCE 1ST GRADE

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATI FREQUEN (PERCEN |
|---|---|---|---|
| NEVER | 1.00 | 12 | 50.0 |
| MOST YRS NO LIKE | 2.00 | 2 | 8.3 |
| HALF THE YRS | 3.00 | 4 | 16.7 |
| MOST YRS LIKED | 4.00 | 3 | 12.5 |
| ALWAYS LIKED | 5.00 | 3 | [illegible] |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR032 SCHOOL AND I ARE LIKE

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| GOOD FRIENDS | 1.00 | 6 | 25.0 |
| FRIENDS | 2.00 | 5 | 20.8 |
| DISTANT RELATIVES | 3.00 | 1 | 4.2 |
| STRANGERS | 4.00 | 2 | 8.3 |
| ENEMIES | 5.00 | 8 | 33.3 |
| | 6.00 | 1 | 4.2 |
| | 0.0 | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 5.000

VARIABLE VAR033 HAPPY IN SCHOOL

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| ALWAYS | 1.00 | 5 | 20.8 |
| OFTEN | 2.00 | 4 | 16.7 |
| SOMETIMES | 3.00 | 10 | 41.7 |
| SELDOM | 4.00 | 3 | 12.5 |
| NEVER | 5.00 | 1 | 4.2 |
| | 0.0 | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 3.000

VARIABLE VAR034 CLASSWORK BYSY WORK

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| OFTEN | 2.00 | 3 | 12.5 |
| SOMETIMES | 3.00 | 11 | 45.8 |
| SELDOM | 4.00 | 4 | 16.7 |
| NEVER | 5.00 | 4 | 16.7 |
| | 0.0 | 2 | 8.3 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 3.000

VARIABLE VAR035 CAN GO TO TCHR FOR PROBLEMS

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT |
|---|---|---|---|
| ALWAYS | 1.00 | 7 | 29.2 |
| OFTEN | 2.00 | 1 | 4.2 |
| SOMETIMES | 3.00 | 4 | 16.7 |
| SELDOM | 4.00 | 1 | 4.2 |
| NEVER | 5.00 | 11 | 45.8 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 5.000

VARIABLE VAR036 FIELD TRIPS A WASTE

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT |
|---|---|---|---|
| ALWAYS | 1.00 | 6 | 25.0 |
| OFTEN | 2.00 | 3 | 12.5 |
| SOMETIMES | 3.00 | 3 | 12.5 |
| SELDOM | 4.00 | 1 | 4.2 |
| NEVER | 5.00 | 10 | 41.7 |
| | 6.00 | 1 | 4.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 5.000

ARIABLE VAR037 TCHR ABILITY RATING

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATI FREQUEN (PERCEN |
|---|---|---|---|
| FAR ABOVE AVG | 1.00 | 6 | 25.0 |
| ABOVE AVG | 2.00 | 6 | 25.0 |
| AVG | 3.00 | 4 | 16.7 |
| BELOW AVG | 4.00 | 3 | 12.5 |
| FAR BELOW AVG | 5.00 | 3 | 12.5 |
| | 0.0 | 2 | 8.3 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR038 LIKE SHCOOL

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATI FREQUEN (PERCEN |
|---|---|---|---|
| TRUE | 1.00 | 11 | 45.8 |
| FALSE | 2.00 | 12 | 50.0 |
| | 3.00 | 1 | 4.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR039 HAPPY IN SCHOOL

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 14 | 58.3 |
| FALSE | 2.00 | 10 | 41.7 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR040 DO NOT WANT TO GO TO SCHOOL

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 16 | 66.7 |
| FALSE | 2.00 | 8 | 33.3 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR041 CANT WAIT TIL CLASS ENDS

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 9 | 37.5 |
| FALSE | 2.00 | 14 | 58.3 |
| | 3.00 | 1 | 4.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |



STATISTICS..

VARIABLE VAR042 NOTHING EXCITING

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 16 | 66.7 |
| FALSE | 2.00 | 7 | 29.2 |
| | 3.00 | 1 | 4.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR043 I DAYDREAM A LOT IN CLASS

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 13 | 54.2 |
| FALSE | 2.00 | 11 | 45.8 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR044 TCHR HAS FAVORITES

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 10 | 41.7 |
| FALSE | 2.00 | 14 | 58.3 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR045 TCHRS WAY NOT MINE

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATI FREQUEN (PERCEN |
|---|---|---|---|
| TRUE | 1.00 | 18 | 75.0 |
| FALSE | 2.00 | 5 | 20.8 |
| | 3.00 | 1 | 4.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR046 QUESTIONS FROWNED UPON

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATI FREQUEN (PERCEN |
|---|---|---|---|
| TRUE | 1.00 | 8 | 33.3 |
| FALSE | 2.00 | 15 | 62.5 |
| | 3.00 | 1 | 4.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 2.000

VARIABLE VAR047 TCHRS RIGHT STUDENTS WRONG

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIV FREQUENC (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 14 | 58.3 |
| FALSE | 2.00 | 9 | 37.5 |
| | 3.00 | 1 | 4.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR048 WISH SAME TEACHER FOR NEXT YR

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY (PERCENT) |
|---|---|---|---|
| TRUE | 1.00 | 14 | 58.3 |
| FALSE | 2.00 | 10 | 41.7 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |

STATISTICS..

MODE 1.000

VARIABLE VAR049 LEARNED ABOUT DIFFERENT CAREERS

| VALUE LABEL | VALUE | ABSOLUTE FREQUENCY | RELATIVI FREQUENC (PERCENT |
|---|---|---|---|
| TRUE | 1.00 | 17 | 70.8 |
| FALSE | 2.00 | 7 | 29.2 |
| | 0.0 | 0 | 0.0 |
| | TOTAL | 24 | 100.0 |



STATISTICS..

MODE 1.000

# APPENDIX B

Name_____

Grade_____

Sex_____male____female____

Teacher_____

MORSE CENTER

Student Survey

We are learning what students in many schools think abou their experiences in school. Your opinion will provide important information to those who seek to understand and improve schools.

We hope you will answer every question, but you are free to omit any question that you feel is too personal. Try to do the questions quickly, without spending too much time on any single one. When you finish, put the questionnaire in the envelope which you may seal.

REMEMBER: THIS IS NOT A TEST. Tere are no right or wrong answers. Your name will not be given to your teachers or anyone who knows you. We think you will enjoy answering the questions. Please work on your own--we want to find out what you really think.

Now, write your name at the top of the page in the space printed. If you really don't want to write your name, you may put down the last four numbers of your telephone number in the space for name. If you come across some word or sentence you are not sure of, raise your hand and we will try to help you.

Note: Some items have T or F before them. Circle T if the statement is TRUE, or circle F if the statement is FALSE. For all other items check the best response.

PART I

T. F. 1. I often sit on the floor in many of my classes to do some of my work.

T. F. 2. In my classes I usually may ask other students to help me with my work.

T. F. 3. I can usually leave a classroom to go to the library without asking the teacher.

T. F. 4. In my classes we have many things I can touch, examine and experiment with every day.

T. F. 5. Students usually remain pretty quiet in my class.

T. F. 6. I must stay in my seat most of the time while other students are working.

T. F. 7. My teachers usually let me talk to other students while I work.

T. F. 8. In my classes, I have to ask the teacher before I can use the blackboard, film strip projectors, or art materials.

T. F. 9. In my classes, I must hand in my work when the rest of the class is done.

T. F. 10. For each lesson, every student gets a copy of the same book to work from.

T. F. 11. If I work slower on a lesson than some other student, I can continue to work on it while the others start a new lesson.

12. In most of my classes.....(check one)
_____1. the whole class pays attention to the same lesson going on in the front of the room.
_____2. small groups of students pay attention to the work going on in several parts of the room.

T. F. 13. If I finish a lesson before others are done, I can start a new lesson without waiting for the others.

14. For most of your class work, how many students are usually doing the same lesson you are doing (check one)
_____1. The whole class (about 30 students)
_____2. Large groups (about 15 students)
_____3. Small groups (about 5 students)
_____4. No groups, me alone.

15. This year in your classes, do you use learning centers or learning stations?
(These are places in the room where work is set up for you to do by yourself or with a few other students.)
_____1. Yes
_____2. No

16. How often do you get to work at learning centers or stations?
_____1. We do not use learning centers at all
_____2. About once a month or less.
_____3. About once a week
_____4. A couple of times a week
_____5. Almost every day
_____6. Almost all day, every day

17. How often do learning centers or stations change and new ones go up in your classes?
_____1. We do not use learning centers at all
_____2. Most change each week
_____3. Most change each month
_____4. Most do not change all term.

18. About how many different learning centers or stations did you complete in the last week?
_____1. We do not use learning centers at all
_____2. None in the last week
_____3. 1 or 2
_____4. 3 to 5
_____5. 6 to 10
_____6. More than 10

T. F. 19. My teachers let me work at things I'm interested in.

T. F. 20. If I think of something to do that is important to me, my teacher will let me work on it during class time.

T. F. 21. In most of my classes, the teachers tell me what I must work on; I have no choice.

22. Are you allowed to choose the courses you take?
_____1. I cannot choose any of them.
_____2. I can choose a few but most are required.
_____3. I can choose some and some are required.
_____4. I can choose most but a few are required.
_____5. I can choose all of them.

T. F. 23. I can work for weeks without my teacher telling me how I'm doing.

24. How often do you and your teachers meet together to talk about your work?
_____1. Almost never
_____2. Once in a while
_____3. About once a month
_____4. About once a week
_____5. Every day

T. F. 25. Almost every day I get some of my work marked or checked.

26. How often do your teachers let you work in school on projects that you think up completely on your own?
_____1. Never
_____2. Hardly ever
_____3. Once in a while
_____4. Very often
_____5. Almost every day

T. F. 27. My teachers often let me plan how I will spend my day at school.

28. In this school are you ever give free time when you can do anything you want to do?

_____1. Never
_____2. Very few days
_____3. Some days
_____4. Most days
_____5. Every day

PART II

1. I enjoy the work I do in class.
   Always____, Often____, Sometimes____, Seldom____Never_

2. School work is dull and boring for me.
   Always____, Often____, Sometimes____, Seldom____Never_

3. How much have you liked school since the first grade?

_____1. I never liked school much
_____2. Most years I did not like, a few I liked.
_____3. Half the years I liked, half I did not like.
_____4. Most years I liked, a few I did not like.
_____5. I always liked school, every year

4. The school and I are like...

_____1. good friends
_____2. friends
_____3. distant relatives
_____4. strangers
_____5. enemies

5. I'm very happy when I'm in school.
   Always____, Often____, Sometimes____, Seldom____Never_

6. Work in class is just busy work and a waste of time.
   Always____, Often____, Sometimes____, Seldom____Never_

7. I feel I can go to my teacher with the things that are on my mind.
   Always____, Often____, Sometimes____, Seldom____Never_

8. Field trips have been a waste of time
   Always____, Often____, Sometimes____, Seldom____Never_

9. How would you rate the ability of most of your teachers compared to teachers in other schools at your grade level?
   _____1. far above average
   _____2. above average
   _____3. average
   _____4. below average
   _____5. far below average

T. F. 10. I like school very much.

T. F. 11. I am very happy when I am in school.

T. F. 12. Most of the time I do not want to go to school.

T. F. 13. In class, I often count the minutes till it ends.

T. F. 14. We hardly ever do anything very exciting in class.

T. F. 15. I daydream a lot in class.

T. F. 16. Certain students in my class are favored by the teachers more than others.

T. F. 17. Most of my teachers want me to do things their way and not my own way.

T. F. 18. Most of my teachers do not like us to ask a lot of questions during a lesson.

T. F. 19. The teachers in this school often act as if they were always right and you were wrong.

T. F. 20. I wish I could have the same teachers next year.

T. F. 21. I learned a lot about different careers through our field trips.

# APPENDIX C

# HOW I SEE MYSELF[1]

## A Self-rating Scale for Students

Developed by Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601

The following directions are to be read to the class by the administrator of the scale. The assumption is made that the scale is being used for research purposes, and that the teacher will not know individual scores. If this is not so, directions should be modified so that students know this, and high standards of ethics prevail. Students may not wish to reveal themselves, on a named form, if they believe the information will not be confidential.

For younger students (grades 3, 4) it is best to read each scale item separately, and be sure each child understands the words and the rating system.

"I would like to explain this scale to you and tell you why you are being asked to answer these questions. This is a part of a study. We are trying to get information that we hope will eventually help to improve the kind of school and education for you and other pupils.

Let me emphasize that this is not a test to see how much you know or do not know about something. These questions are all about you. They are to learn how you see yourself most of the time. There are no right or wrong answers. We are only interested in what you think about yourself.

I am going to ask you to think about yourself for a little while before you write anything. I want you to think of how you are *most* of the time . . . not how you think you ought to be--not how the teacher thinks you ought to be . . . not how you want to be or your parents or friends want you to be. No--this is to be how *you* yourself feel you are *most* of the time.

Let me first promise you that these papers will not be seen by anyone other than the people making this study. Your teacher will not see them nor your parents or friends. No one will know your answers but you and the ones who are doing this study. *We* are asking you to put your names on the papers so that we can check them on any other scales we might give you in the future.

Now--let's look at the papers.

Look at No. 1. On one side it has "Nothing gets me mad" and on the other side "I get mad easily and explode." If you feel that nothing gets you too mad *most* of the time you would circle the 1. If you feel that most of the time you get mad easily and explode you would circle the 5. If you feel you are somewhere in between, you would circle the 2, 3, or 4.

Look at No. 2. It is different. On one side it has "I don't stay with something till I finish." If you feel that most of the time you don't stay with things and finish them, you would circle a 1. If you feel that most of the time you do stay with things and finish you would circle a 5. If you feel you fit somewhere in between you would circle the 2, 3, or 4. It is important to see that some of these mean one thing on the left side, some of them mean another. So it is very important to think about each statement as I read it. I will answer any questions you need answered, so feel free to ask them.

Remember, we want how you yourself feel. We want you to be honest with us in your answer. Remember, it is how you feel *most* of the time."[2]

---

[1]Test manual available from Florida Educational Research & Development Council, College of Education, University of Florida, Gainesville, Florida 32601.

[2]From I. J. Gordon, *Studying the Child in School*. New York: John Wiley & Sons, 1966, p. 73. Scale and directions not to be reproduced without permission of the author.

Name: _____ Grade: _____ Sex: _____ Age: _____

School: _____ Secondary Form

# HOW I SEE MYSELF

Developed by Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | I rarely get real mad | 1 | 2 | 3 | 4 | 5 | I get mad easily |
| 2. | I have trouble staying with one job until I finish | 1 | 2 | 3 | 4 | 5 | I stick with a job until I finish |
| 3. | I am a good artist | 1 | 2 | 3 | 4 | 5 | I am a poor artist |
| 4. | I don't like to work on committees | 1 | 2 | 3 | 4 | 5 | I enjoy working on committees |
| 5. | I wish I were taller or shorter | 1 | 2 | 3 | 4 | 5 | I am just the right height |
| 6. | I worry a lot | 1 | 2 | 3 | 4 | 5 | I seldom worry |
| 7. | I wish I could do something with my hair | 1 | 2 | 3 | 4 | 5 | My hair is nice-looking |
| 8. | Teachers like me | 1 | 2 | 3 | 4 | 5 | Teachers dislike me |
| 9. | I have a lot of energy | 1 | 2 | 3 | 4 | 5 | I have little energy |
| 10. | I am a poor athlete | 1 | 2 | 3 | 4 | 5 | I am good at athletics |
| 11. | I am just the right weight | 1 | 2 | 3 | 4 | 5 | I wish I were lighter or heavier |
| 12. | The girls don't admire me | 1 | 2 | 3 | 4 | 5 | The girls admire me |
| 13. | I am good at speaking before a group | 1 | 2 | 3 | 4 | 5 | I am poor at speaking before a group |
| 14. | My face is very pretty (good looking) | 1 | 2 | 3 | 4 | 5 | I wish my face was prettier (better looking) |
| 15. | I am good at musical things | 1 | 2 | 3 | 4 | 5 | I am poor at musical things |
| 16. | I get along very well with teachers | 1 | 2 | 3 | 4 | 5 | I don't get along well with teachers |
| 17. | I dislike teachers | 1 | 2 | 3 | 4 | 5 | I like teachers |
| 18. | I am seldom at ease and relaxed | 1 | 2 | 3 | 4 | 5 | I am usually at ease and relaxed |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 19. | I do not like to try new things | 1 | 2 | 3 | 4 | 5 | I like to try new things |
| 20. | I have trouble controlling my feelings | 1 | 2 | 3 | 4 | 5 | I control my feelings very well |
| 21. | I do very well in school | 1 | 2 | 3 | 4 | 5 | I do not do well in school |
| 22. | I want the boys to admire me | 1 | 2 | 3 | 4 | 5 | I don't want the boys to admire me |
| 23. | I don't like the way I look | 1 | 2 | 3 | 4 | 5 | I like the way I look |
| 24. | I don't want the girls to admire me | 1 | 2 | 3 | 4 | 5 | I want the girls to admire me |
| 25. | I am quite healthy | 1 | 2 | 3 | 4 | 5 | I am sick a lot |
| 26. | I am a poor dancer | 1 | 2 | 3 | 4 | 5 | I am a good dancer |
| 27. | Science is easy for me | 1 | 2 | 3 | 4 | 5 | Science is difficult for me |
| 28. | I enjoy doing individual projects | 1 | 2 | 3 | 4 | 5 | I don't like to do individual projects |
| 29. | It is easy for me to organize my time | 1 | 2 | 3 | 4 | 5 | I have trouble organizing my time |
| 30. | I am poor at making things with my hands | 1 | 2 | 3 | 4 | 5 | I am good at making things with my hands |
| 31. | I wish I could do something about my skin | 1 | 2 | 3 | 4 | 5 | My skin is nice-looking |
| 32. | Social studies is easy for me | 1 | 2 | 3 | 4 | 5 | Social studies is difficult for me |
| 33. | Math is difficult for me | 1 | 2 | 3 | 4 | 5 | Math is easy for me |
| 34. | I am not as smart as my classmates | 1 | 2 | 3 | 4 | 5 | I am smarter than most of my classmates |
| 35. | The boys admire me | 1 | 2 | 3 | 4 | 5 | The boys don't admire me |
| 36. | My clothes are not as nice as I'd like | 1 | 2 | 3 | 4 | 5 | My clothes are very nice |
| 37. | I like school | 1 | 2 | 3 | 4 | 5 | I dislike school |
| 38. | I wish I were built like the others | 1 | 2 | 3 | 4 | 5 | I like my build |
| 39. | I am a poor reader | 1 | 2 | 3 | 4 | 5 | I am a very good reader |
| 40. | I do not learn new things easily | 1 | 2 | 3 | 4 | 5 | I learn new things easily |
| 41. | I present a good appearance | 1 | 2 | 3 | 4 | 5 | I present a poor appearance |
| 42. | I do not have much confidence in myself | 1 | 2 | 3 | 4 | 5 | I am full of confidence in myself |

Teacher Openness Survey

(Standards 11, 13, 14, 15)

The Morse Project staff have indicated throughout the program's inception that a modified open classroom approach would be emphasized in implementing program objectives.

In the staff survey of perceived degree of accomplishments most felt the team approach was successful and that inservice activities improved their effectiveness.

As an added indication of the degree of openness with which the Morse staff is operating an openness questionnaire (see attached survey) was administered to the teaching staff of Morse which involved eight people.

Fifty items were presented to the teaching staff to which they were to respond on the basis of their teaching experience the degree to which these items were evident or not evident in their classroom settings.

Ratings were from no evidence to strong frequent evidence on a four point scale. The items were presented so that there was not one scaled direction indicating "openness." Therefore, the items were weighted to reflect the degree of openness with which one responded.

The procedure used to come up with a composite or staff score was to take the modal value (the one rating which most respondents selected) of each item and assign that value the item weight. Modal item weights were then summed across the 50 items to come up with a composite score.

A score of 1 for an item indicates no evicence of openness while a rating of 4 indicates a strong degree of openness. Therefore, a score of 50 (50 x 1) would indicate low degree of openness, a score of 200 (50 x 4)

would reflect a high degree of openness, and a score of 125 (2.5 x 50) would indicate a moderate degree of openness.

The composite score for the Morse teaching staff was 145 or an average rating of 2.9 for each item. Such a score indicates that Morse staff is indeed operating under a modified open classroom concept. As can be seen on the attached Composite Score report only three items out of the entire 50 items were rated no evidence of openness. These items were manipulative materials supplied, children use "books" written by classmates, and teacher uses test results for grouping. The remaining item were rated 2 or above as seen by the composite average of 2.9 per item indicating that the Morse staff is exhibiting a high degree of openness.

APPENDIX D

I. D. #_____ School_____

Classroom_____

Teacher_____

Observer_____

OBSERVATION RATING SCALE

| | no evidence | weak evidence | moderate occasional | strong frequent evidence |
|---|---|---|---|---|
| 1. Texts and materials are supplied in class sets so that all children may have their own. | 1 | 2 | 3 | 4 |
| 2. Each child has a space for his personal storage and the major part of the classroom is organized for common use. | 1 | 2 | 3 | 4 |
| 3. Materials are kept out of the way until they are distributed or used under the teacher's direction. | 1 | 2 | 3 | 4 |
| 4. Many different activities go on simultaneously. | 1 | 2 | 3 | 4 |
| 5. Children are expected to do their own work without getting help from other children. | 1 | 2 | 3 | 4 |
| 6. Manipulative materials are supplied in great diversity and range, with little replication. | 1 | 2 | 3 | 4 |
| 7. Day is divided into large blocks of time within which children, with the teacher's help, determine their own routine. | 1 | 2 | 3 | 4 |
| 8. Children work individually and in small groups at various activities. | 1 | 2 | 3 | 4 |
| 9. Books are supplied in diversity and profusion (including reference, children's literature). | 1 | 2 | 3 | 4 |

| | no evidence | weak infrequent | moderate occasional | strong frequent evidence |
|---|---|---|---|---|
| 10. Children are not supposed to move about the room without asking permission. | 1 | 2 | 3 | 4 |
| 11. Desks are arranged so that every child can see the blackboard or teacher from his desk. | 1 | 2 | 3 | 4 |
| 12. The environment includes materials developed by the teacher. | 1 | 2 | 3 | 4 |
| 13. Common environmental materials are provided. | 1 | 2 | 3 | 4 |
| 14. Children may voluntarily make use of other areas of the building and school yard as part of their school time. | 1 | 2 | 3 | 4 |
| 15. The program includes use of the neighborhood. | 1 | 2 | 3 | 4 |
| 16. Children use "books" written by their classmates as part of their reading and reference materials. | 1 | 2 | 3 | 4 |
| 17. Teacher prefers that children not talk when they are supposed to be working. | 1 | 2 | 3 | 4 |
| 18. Children voluntarily group and regroup themselves. | 1 | 2 | 3 | 4 |
| 19. The environment includes materials developed or supplied by the children. | 1 | 2 | 3 | 4 |
| 20. Teacher plans and schedules the children's activities through the day. | 1 | 2 | 3 | 4 |
| 21. Teacher makes sure children use materials only as instructed. | 1 | 2 | 3 | 4 |

| | No evidence | weak infrequent | moderate occasional | strong frequent evidence |
|---|---|---|---|---|
| 22. Teacher groups children for lessons directed at specific needs. | 1 | 2 | 3 | 4 |
| 23. Children work directly with manipulative materials. | 1 | 2 | 3 | 4 |
| 24. Materials are readily accesible to children. | 1 | 2 | 3 | 4 |
| 25. Teacher promotes a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning. | 1 | 2 | 3 | 4 |
| 26. Teacher uses test results to group children for reading and/or math. | 1 | 2 | 3 | 4 |
| 27. Children expect the teacher to correct all their work. | 1 | 2 | 3 | 4 |
| 28. Teacher bases her instruction on each individual child and his interaction with materials and equipment. | 1 | 2 | 3 | 4 |
| 29. Teacher gives children tests to find out what they know. | 1 | 2 | 3 | 4 |
| 30. The emotional climate is warm and accepting. | 1 | 2 | 3 | 4 |
| 31. The work children do is divided into subject matter areas. | 1 | 2 | 3 | 4 |
| 32. The teacher's lessons and assignments are given to the class as a whole. | | | | |
| 33. To obtain diagnostic information, the teacher closely observes the specific work or concern of a child and asks immediate, experience-based questions. | 1 | 2 | 3 | 4 |

| | no evidence | weak infrequent | moderate occasional | strong frequent evidence |
|---|---|---|---|---|
| 34. Teacher bases her instruction on curriculum guides or text books for the grade level she teaches. | 1 | 2 | 3 | 4 |
| 35. Teacher keeps notes and writes individual histories of each child's intellectual, emotional, physical development | 1 | 2 | 3 | 4 |
| 36. Teacher has children for a period of just one year. | 1 | 2 | 3 | 4 |
| 37. The class operates within clear guidelines made explicit. | 1 | 2 | 3 | 4 |
| 38. Teacher takes care of dealing with conflicts and disruptive behavior without involving the group. | 1 | 2 | 3 | 4 |
| 39. Children's activities, products, and ideas are reflected abundantly about the classroom. | 1 | 2 | 3 | 4 |
| 40. The teacher is in charge. | 1 | 2 | 3 | 4 |
| 41. Before suggesting any extension or redirection of activity, teacher gives diagnostic attention to the particular child and his particular activity. | 1 | 2 | 3 | 4 |
| 42. The children spontaneously look at and discuss each other's work. | 1 | 2 | 3 | 4 |
| 43. Teacher uses tests to evaluate children and rate them in comparison to their peers. | 1 | 2 | 3 | 4 |
| 44. Teacher uses the assistance of someone in a supportive, advisory capacity. | 1 | 2 | 3 | 4 |
| 45. Teacher tries to keep all children within her sight so that she can make sure they are doing what they are supposed to do. | 1 | 2 | 3 | 4 |

| | no evidence | week infrequent | moderate occasional | strong frequent evidence |
|---|---|---|---|---|
| 46. Teacher has helpful colleagues with whom she discusses teaching. | 1 | 2 | 3 | 4 |
| 47. Teacher keeps a collection of each child's work for use in evaluating his development. | 1 | 2 | 3 | 4 |
| 48. Teacher views evaluation as information to guide her instruction and provisioning for the classroom. | 1 | 2 | 3 | 4 |
| 49. Academic achievement is the teacher's top priority for the children. | 1 | 2 | 3 | 4 |
| 50. Children are deeply involved in what they are doing. | 1 | 2 | 3 | 4 |

SCORING KEY

WITH WEIGHTED ITEM SCORES

FOR CLASSROOM OBSERVATION RATING SCALE AND TEACHER QUESTIONNAIRE

| ITEM | POSITION 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| | (weighted score) | | | |
| 1 | 4 | 3 | 2 | 1 |
| 2 | 1 | 2 | 3 | 4 |
| 3 | 4 | 3 | 2 | 1 |
| 4 | 1 | 2 | 3 | 4 |
| 5 | 4 | 3 | 2 | 1 |
| 6. | 1 | 2 | 3 | 4 |
| 7. | 1 | 2 | 3 | 4 |
| 8. | 1 | 2 | 3 | 4 |
| 9. | 1 | 2 | 3 | 4 |
| 10. | 4 | 3 | 2 | 1 |
| 11. | 4 | 3 | 2 | 1 |
| 12. | 1 | 2 | 3 | 4 |
| 13. | 1 | 2 | 3 | 4 |
| 14. | 1 | 2 | 3 | 4 |
| 15. | 1 | 2 | 3 | 4 |
| 16. | 1 | 2 | 3 | 4 |
| 17. | 4 | 3 | 2 | 1 |
| 18. | 1 | 2 | 3 | 4 |
| 19. | 1 | 2 | 3 | 4 |
| 20. | 4 | 3 | 2 | 1 |
| 21. | 4 | 3 | 2 | 1 |
| 22. | 1 | 2 | 3 | 4 |
| 23. | 1 | 2 | 3 | 4 |
| 24. | 1 | 2 | 3 | 4 |
| 25. | 1 | 2 | 3 | 4 |

| ITEM | POSITION 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| | (weighted score) | | | |
| 26. | 4 | 3 | 2 | 1 |
| 27. | 4 | 3 | 2 | 1 |
| 28. | 1 | 2 | 3 | 4 |
| 29. | 4 | 3 | 2 | 1 |
| 30. | 1 | 2 | 3 | 4 |
| 31. | 4 | 3 | 2 | 1 |
| 32. | 4 | 3 | 2 | 1 |
| 33. | 1 | 2 | 3 | 4 |
| 34. | 4 | 3 | 2 | 1 |
| 35. | 1 | 2 | 3 | 4 |
| 36. | 1 | 2 | 3 | 4 |
| 37. | 1 | 2 | 3 | 4 |
| 38. | 4 | 3 | 2 | 1 |
| 39. | 1 | 2 | 3 | 4 |
| 40. | 1 | 2 | 3 | 4 |
| 41. | 1 | 2 | 3 | 4 |
| 42. | 1 | 2 | 3 | 4 |
| 43. | 4 | 3 | 2 | 1 |
| 44. | 1 | 2 | 3 | 4 |
| 45. | 4 | 3 | 2 | 1 |
| 46. | 1 | 2 | 3 | 4 |
| 47. | 1 | 2 | 3 | 4 |
| 48. | 1 | 2 | 3 | 4 |
| 49. | 4 | 3 | 2 | 1 |
| 50. | 1 | 2 | 3 | 4 |

## Teacher Openness Survey Composite Score

| Item # | Modal Rating |
|---|---|
| 1. | 3 |
| 2. | 3 |
| 3. | 4 |
| 4. | 2 |
| 5. | 2 |
| 6. | 1 |
| 7. | 2 |
| 8. | 4 |
| 9. | 3 |
| 10. | 3 |
| 11. | 1 |
| 12. | 4 |
| 13. | 3 |
| 14. | 3 |
| 15. | 3 |
| 16. | 1 |
| 17. | 3 |
| 18. | 3 |
| 19. | 3 |
| 20. | 2 |
| 21. | 2 |
| 22. | 3 |
| 23. | 3 |
| 24. | 4 |
| 25. | 4 |
| 26. | 1 |
| 27. | 3 |
| 28. | 4 |
| 29. | 2 |
| 30. | 4 |
| 31. | 2 |
| 32. | 3 |
| 33. | 3 |
| 34. | 4 |
| 35. | 3 |
| 36. | 2 |
| 37. | 2 |
| 38. | 3 |
| 39. | 4 |
| 40. | 4 |
| 41. | 3 |
| 42. | 3 |
| 43. | 3 |
| 44. | 3 |
| 45. | 2 |
| 46. | 4 |
| 47. | 4 |
| 48. | 4 |
| 49. | 3 |
| 50. | 3 |

N = 8

Composite Score = 145

Item Average = 2.9